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ABSTRACT

Formula for Your Future, the comprehensive career guidance program that was developed by the Van Buren Intermediate School District in southwestern Michigan, was recognized as an exemplary guidance program by the United States Office of Education in 1986. According to the program model, students work with counselors on a one-on-one basis to make tentative decisions about their careers and training. In the first stage of the four-step model, students learn to assess their physical, emotional, and intellectual interests and their physical, emotional, and intellectual abilities. In the second stage, students are helped to develop an awareness of their options by gathering general career (cluster), general training, specific career, and specific secondary and postsecondary training information. Students learn decision-making skills in the third stage; they make cluster, tentative career, and tentative general and specific training decisions. Then, with a counselor's assistance, they develop an Employability Development Plan (a narrative plan that outlines the classes and work experience that will move students closer to their individual career goals). The plans are reviewed each year by the student and counselor and are finally converted into a resume as the goals are attained. The skills developed in the program are intended to be recycled throughout the students' lives. (This program overview describes the different steps in the model program and includes sample forms used in the counseling process.) (MN)

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Formula For Your Future

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Overview

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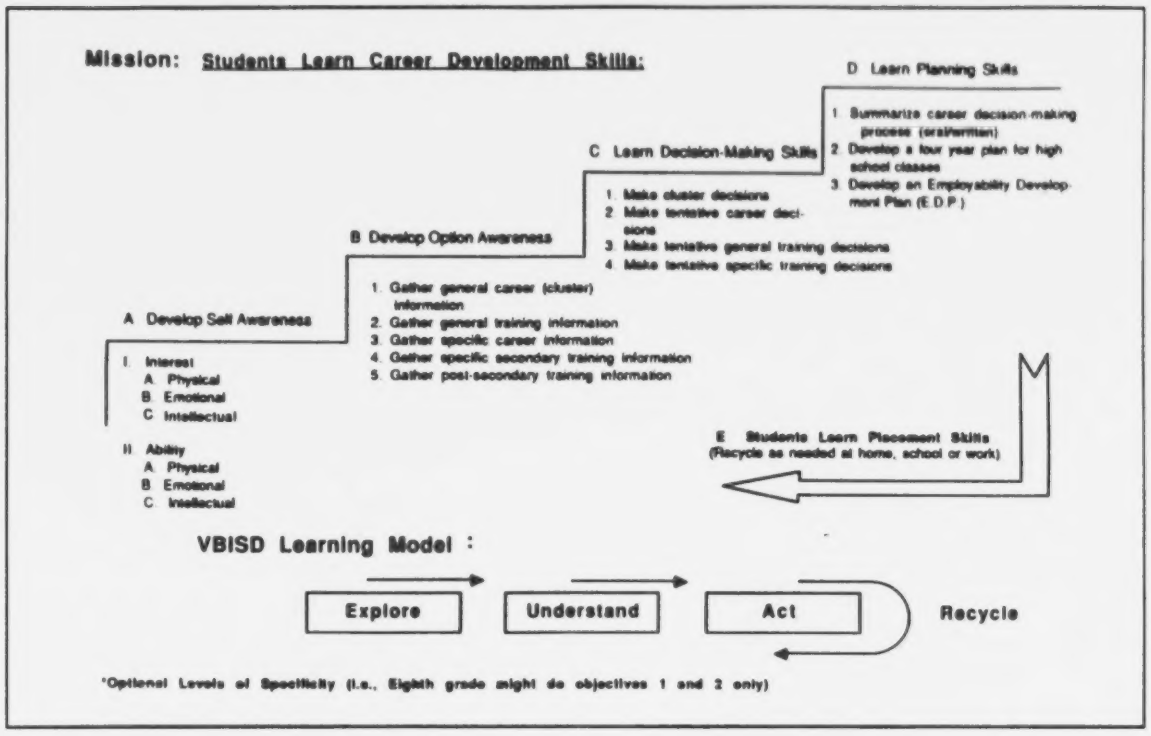
ABSTRACT

The Van Buren Intermediate School District in Southwestern Michigan has developed a comprehensive guidance program adopted by a number of school districts throughout Michigan. The Van Buren model is designed to teach all youth and adults the career development skills of information gathering, decision-making, planning and placement.

Students are taught to identify their interests and abilitites. They investigate career options and educational requirements through a variety of experiences (reading, simulations and internships). Working one-on-one with a counselor, they make tentative decisions about careers and training. With the counselor's assistance, they develop Employability Development Plans (E. D. P. 's), a narrative format that outlines classes and work experience they can get to move them closer to their goals. The plans are reviewed each year by the student and counselor and finally converted to a resume as the goals are attained. The skills the students develop through this process can be recycled throughout their lives.

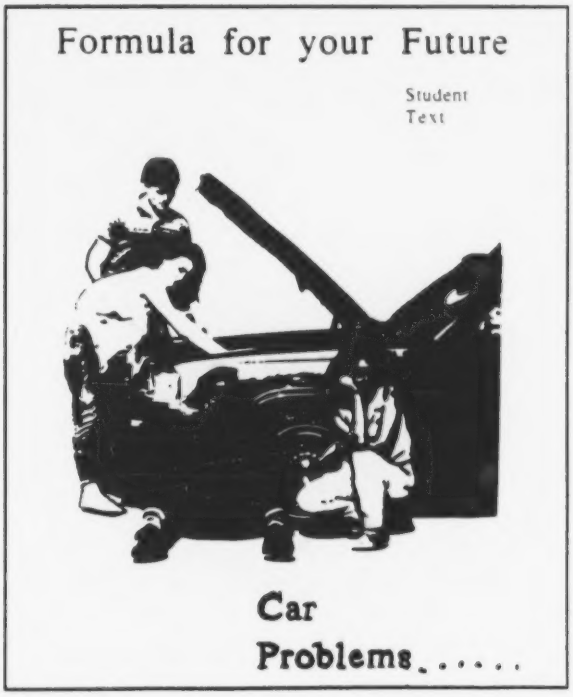
The Van Buren program, Formula For Your Future, was recognized as an exemplary guidance program by the United States Office of Education in 1986.

Van Buren Intermediate School District's
CAREER DEVELOPMENT CURRICULUM


Mission: Students Learn Career Development Skills:
D Learn Planning Skills
1 Summarize career decision-making process (reinforcing)
2 Develop a four year plan for high school classes
3 Develop an Employability Development Plan (E.D.P.)
C Learn Decision-Making Skills
1 Make cluster decisions
2 Make tentative career decisions
3 Make tentative general training decisions
4 Make tentative specific training decisions
B Develop Option Awareness
1 Gather general career (cluster) information
2 Gather general training information
3 Gather specific career information
4 Gather specific secondary training information
5 Gather post-secondary training information
A Develop Self Awareness
I Interest
A Physical
B Emotional
C Intellectual
II Ability
A Physical
B Emotional
C Intellectual
E Students Learn Placement Skills
(Recycle as needed at home, school or work)
VBISD Learning Model :
Explore
Understand
Act
Recycle
*Optional Levels of Specificity (i.e., Eighth grade might do objectives 1 and 2 only)

The Van Buren model is described in the curriculum outline shown above. It is designed to be a dynamic problem-solving process. Students are taught this method using a variety of living, working, and learning applications. This is a set of skills students can reuse throughout their lives.

During the first stage of the program, students use the 20 page reusable text shown at the right. The students complete this book in one or two days. They are taught by using the simulated problem "Which Car Should I Buy?". Not only do students learn the basic skills in the book, but they also get a quick overview of the entire process.



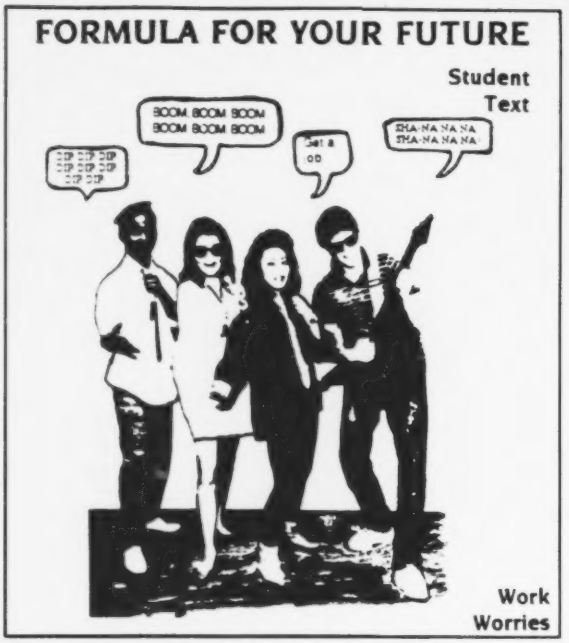
1

The next step is for students to use the 80 page reusable text shown at the right to make a variety of career related decisions.

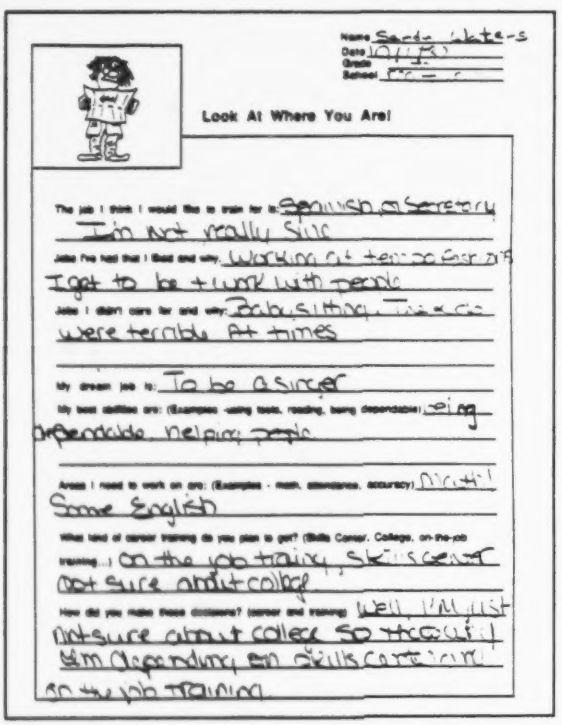
The text has numerous photographs and illustrations that stimulate student thought. The text has a wide range of specificity from general career areas (clusters) for 8th and 9th graders to specific careers for older students.

The first page of the workbook is shown on the right. This is the review page. Students fill this page out at the start of the career unit.

The page is designed to measure the students work experience and what career decision they have already made. This page also gives the teacher information on the career maturity of the students in the class.



The booklet at the left is a 12 page workbook used by students in conjunction with the Work Worries text. It is filled out in class by the students. It is used for review purposes by counselors when doing planning with individual students.


Look At Where You Are!
I'm not really sure
I get to be + work with people
Babysitting. The kids were terrible At times
To be a singer
singing helping people
Some English
on the job training, skills center
not sure about college
well I'm just not sure about college so I'm depending on skills center on the job training

Self Awareness

On the right is a page out of Work Worries. There are 20 pages in the text depicting students exploring different interest and ability areas. Students make a list of activities that seem appealing. Pictured student activities help students relate to work duties more than just reading written descriptions.

PHYSICAL ATTIRE

What you wear when you are working may be important to you. Perhaps you don't care what you wear as long as you are working. Try to picture yourself in some of these appare styles.

Interests

PEOPLE CONTACT (Which type of interactions do you prefer?)

	Good	O.K.	Bad
1. Work alone	+	o	
2. Be around other people while working	+	o	
3. Work on a team	+	o	
4. Work with animals	+	o	
5. Serve customers	+	o	
6. Persuade people to buy or do things	+	o	
7. Teach people	+	o	
8. Advise or counsel others	+	o	
9. Supervise the work of others	+	o	

DATA CONTACT (working with information, ideas, statistics)

	Good	O.K.	Bad
1. Do work that involves reading	+	o	
2. Copy and record information	+	o	
3. Do writing on the job (memos, letters, articles)	+	o	
4. Operate office equipment (typewriter, calculator, computer)	+	o	
5. Do math computations as part of the job	+	o	
6. Analyze information (charts)	+	o	
7. Do drawing, photo and artwork as part of job	+	o	
8. Work with ideas or concepts	+	o	
9. Plan and organize or schedule activities	+	o	

TOOL CONTACT (working with tools and equipment)

	Good	O.K.	Bad
1. Operate hand tools (hammers, gauges, ect.)	+	o	
2. Operate power tools (scopes, drills, saws)	+	o	
3. Set up equipment	+	o	
4. Repair equipment (motor, appliances, machines)	+	o	
5. Use equipment to manufacture products	+	o	
6. Operate large industrial machines	+	o	
7. Drive machinery (cars, trucks, fork lifts)	+	o	

Rewards

	Need	Want
1. Take pride in what you do	+	o
2. Be one of the best at your job	+	o
3. Get promoted	+	o
4. Make a lot of money	+	o
5. Have an impressive title	+	o
6. See the results of your work	+	o
7. Get praise from others	+	o

Hobbies

What hobbies do you have?_____

_____

Some students have trouble identifying general activities that are important to them. For that population, there are inductive checklists that can be used.

Many school districts already use commercial inductive systems, such as O.V.I.S., C.O.P.S., or the Self Directed Search. Commercial programs are easily incorporated into this system.

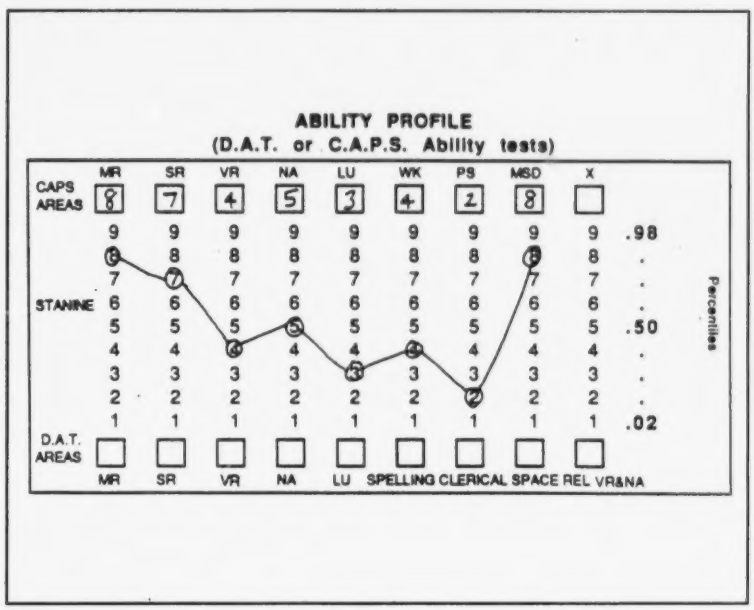
Interests

My ten top career interests (values), in their order of importance to me, are.....

After students have completed extensive interest exploration, they are asked to identify their top interests and rank order them. Here is a sample from the student workbook (on the left).

Formula For Your Future emphasizes interest. Students are also encouraged to think about their aptitudes. Many districts explore abilities by relating grades to work areas and/or using aptitude tests like the Differential Aptitude Test (D.A.T.), or the Career Ability Placement Survey (C.A.P.S.).

The student workbook has a section that can accommodate the results of either of these assessment instruments (at the right).



Options

Jobs in this cluster involve making products from wood, metal, plastic, or other materials using machinery and equipment. Some duties involve reading blueprints, measuring, cutting, molding, and joining together pieces of metal. Workers should like to operate machinery.

Students can explore the eleven clusters in a variety of ways. In a classroom setting, they can read descriptions, as in the example above, taken from Work Worries.

To help students gain even more insight, there is a support program called Minute Masteries. Minute Masteries are eleven work simulations. Students read and do 2 to 3 work activities for each cluster. The answers are at the back so students get immediate feedback for their efforts. A sample page out of the Manufacturing mastery is shown at the right.

General Career Interests (Clusters)

At this point in the program, students would have a lot of information on their interests and abilities. The next phase in the problem-solving process is to identify "good options".

To help younger students (grades 8/9) explore options, the program uses career clusters. Clusters are groups of similar jobs. There are eleven clusters in this program.

MANUFACTURING

The word manufacture means "to make" or "to do." People working in this cluster make products with machinery or by hand. Some companies produce thousands of objects, and some produce just a few. If you worked in manufacturing, you would use a variety of materials such as wood, metal, plastic, glass, clay, or food.

The equipment used in producing the goods range from hand tools to machines the size of a room. Manufacturing jobs require varying degrees of skill in calculation, precision, and detail. Much of the work is done alone. The environment may be very noisy if there are a lot of machines operating. Most jobs require the worker to follow both oral and written directions. Some of the jobs in manufacturing are welder, machinist, and injection mold operator.

MINUTE MASTERY I

You are the new machinist at Strip Year Gears—Tool and Die. The supervisor needs you to remesh some gears. First, you need to know about gears and directions.

This is a gear

There are two directions a gear can turn.

Clockwise and counterclockwise

If gear A turns clockwise and gear B is engaged (interfaced) with A, it will turn in opposite directions.

If gear A turns counterclockwise, which way does gear B turn? (the answer is clockwise)

Having a vocational center, or extensive vocational class offerings, allows the development of cluster internships.

After students have read about the 11 clusters, the 8th and 9th grade students then come to the Van Buren Skills Center and spend 30 minutes in each of their three favorite clusters. They have an actual "hands on" experience in each area. The picture at the left shows an eighth grade student about to try welding during her cluster internship.

Specific Career Interests

When the program is used with older students (10th grade-adult), they receive assistance in exploring specific career areas. Most of the specific career exploration is accomplished by using the Michigan Occupational Information System (M.O.I.S.).

Time to Train was written to help students access M.O.I.S. Specific job titles were organized by cluster heading and educational levels.

The manufacturing page from Time to Train is displayed at the right. There are also career specific internships available for older students.

MANUFACTURING

4 -YEAR COLLEGE

Industrial Designer
Industrial Engineer
Inspector
Machinist
Mechanical Engineer
Metallurgical Engineer
Numerical Control Tool Programmer
Paper Engineer
Production Coordinator
Welder

COMMUNITY COLLEGE

Arc Welder
Blacksmith
Boiler Maker
Book Binder
Combination Welder
Drafter
Heat Treater
Industrial Machine Repairer
Lathe Operator
Machinist
Manufacturing Inspector
Manufacturing Painter
Metallurgical Technician
Milling Machine Operator
Millwright
Mold Maker and Core Maker
Numerical Control Machine Operator
Pattern Maker and Model Maker
Pipe Fitter
Plastics Products Mfg. worker
Reinforcing Iron worker
Sheet Metal worker
Stationary Engineer
Structural Iron worker
Tool and Die Maker
Upholsterer
Welder

APPRENTICESHIP/PRIVATE VOCATIONAL

Drafter
Elevator Constructor
High Pressure Arc Welder
Industrial Sewing Machine Operator
Lathe Operator
Lather
Locksmith
Mechanical Instrument Technician
Millwright
Pipe Fitter
Tool and Die Maker
Upholsterer
Welder

SKILLS CENTER

Arc Welder
Color Matcher
Drafter Apprentice
Grinding Operator
Inspector
Lathe Operator
Machinist
Milling Machine Operator
Numerical Control Programmer Apprentice
Plastics Products Mfg. worker
Production Welder
Quality Control Technician
Welder

O.J.T.

Air Hammer Operator
Assembly Line Worker
Blacksmith
Boiler Maker
Book Binder
Boring Machine and Drill Press Operator
Bottling and Canning Machine Operator
Calender Operator
Cannery Worker
Cement Manufacturing Worker
Earth Driller
Estimator
Food Processing Machine Operator
Forge and Hammer Operator
Furnace Operator
Furnace Tenders
Grain and Feed Miller
Grinding Machine Operator
Heat Treater
Industrial Sandblaster
Industrial Sewing Machine Operator
Lathe Operator
Locksmith
Machine Oiler
Manufacturing Painter
Metal Cutting Machine Operator
Mold Maker
Paper Manufacturing Machine Operator
Pipe Fitter
Plastics Products Mfg. worker
Polisher and Buffer
Production Welder
Punch & Stamping Press Operator
Riveter and Fastener
Sheet Metal worker
Tailor
Tire Repairer

Decision-Making

At this point in the program, the students have a rank ordered list of their interests and abilities. The students also have their favorite cluster identified. Older students may have identified preferred specific careers.

The next step is for students to compare themselves to their options in a systematic way. The chart below shows the process, in detail, for a student who is trying to decide between Business, Construction or Health. You can see in the chart that their top value was "working inside" and that was satisfied by only Business and Health. The circled numbers are added up. Scores are evaluated using the key at the bottom of the page. This decision-making system is useful for any major decision.

MY WORK VALUES IN ORDER OF IMPORTANCE	MY CAREER OPTIONS ARE: Business/Office	Construction	Health
Inside	(10)	10	(10)
Dress Up	(9)	9	9
People and Data Contact	(8)	8	(8)
See Results	(7)	(7)	(7)
Operate Office Equipment	(6)	6	6
High Demand Work	(5)	5	(5)
Plan and Organize Work	(4)	(4)	(4)
Money	3	(3)	(3)
Copy and Record Information	(2)	2	(2)
Work in an Office	(1)	1	1
TOTALS	52	14	39
	Good	Bad	OK

Key	Score Ranges 10	9	8	7	6	5	4	3
Good Decision	47-55	46-54	44-50	42-49	38-45	34-40	29-34	23-27
Okay Decision	39-46	38-45	36-43	34-41	32-37	28-33	23-28	19-22
Bad Decision	38 or less	37 or less	35 or less	33 or less	32 or less	27 or less	22 or less	18 or less

Planning

At this point, the student has completed the workbook in the classroom. The student has made decisions about careers and education.

The workbook is sent to the counselor, and the counselor meets individually with each student and reviews the workbook. The counselor then helps the student develop the planning document shown at the left. The E.D.P. is a pre-resume. It states, "because these things are important... I want to... and I can get there by.....". As the student accomplishes these self-developed goals, the E.D.P. converts to a resume.

EMPLOYABILITY DEVELOPMENT PLAN

My name is Guthrie Hubbard Date October 3, 2010

My school is Hamburg High Grade 9

A short term career goal I have is to be a Welder

Eventually, I would like to be a Welding Engineer The way I

want to prepare for those careers is by going to Van Buren Skills Center

Go to Ferris State College for Engineering

I made these decisions based on the following facts: I like Manufacturing, Science, and Construction

(Cluster)

jobs, prefer working with Tools and Equipment. I enjoy

(Data, People, Things)

working with Tools and Equipment, Being challenged

Making money, seeing a finished product

I am good at Engineering

I need to improve in Math

My grade point average in the past has been 2.5

Classes I can take at Hamburg High in ninth grade

that would be helpful are: Math and Shop Class

In tenth grade: Metal Shop, Math, and Science

In eleventh grade, I could take Chemistry, Geometry, and

Welding at Skills Center

In twelfth grade, I could take Physics, Calculus, and

Welding at Skills Center

Other activities I could be involved in are:

Work at Uncle Lumpie's Welding Shop

10th Grade Follow-up	11th Grade Follow-up	12th Grade Follow-up
Still is accurate YES NO (Circle One)	Still is accurate YES NO (Circle One)	Still is accurate YES NO (Circle One)

Counselors develop exemplary career based four year plans to help students identify helpful electives for their career choice.

At the right are two sets of four year plans a student could take if they were interested in Manufacturing at Gobles High School.

The four year plan, at the top, is geared to the student who plans to go to college in an engineering area.

The plan at the bottom is more suited for the student that will either go to work from high school graduation or take 1-2 years of additional training beyond high school.

MANUFACTURING

TRAINING: HIGH SCHOOL, APPRENTICESHIP, 2 YEAR COLLEGE

9th Grade	10th Grade
1. English Gen/Coll Prep	1. English Gen/Coll Prep
2. Math Gen/Alg*	2. Math Bus/Alg/Geom
3. Science Gen/Bio I	3. Science Life/Bio I/Bio II
4. Health/Physical Ed.	4. Typing
5. *World Geography/World History	5. Com Lit/Quest
6. Metals I	6. Mech Draw

11th Grade	12th Grade
1. English	1. English
2. U.S. History	2. Government
3. **Speech & /Gen Bus	3. Elective
4. VBSC (Mech Shop, Welding, Plastics)	4. VBSC
5. VBSC	5. VBSC
6. VBSC	6. VBSC

* World Geography/World History should be taken in the 9th or 10th grade

** Can be taken in either 11th or 12th grade

* If Apprenticeship is desired, Algebra is encouraged at some point

TRAINING: POST SECONDARY - FOUR YEAR COLLEGE

9th Grade	10th Grade
1. English	1. English (Coll. Prep)
2. Math Alg I	2. Math Geom
3. Science Bio I	3. Science Bio II
4. Health/Physical Ed.	4. Typing
5. Mech Draw/Metals	5. *World Geography
6. Foreign Language*	6. Foreign Language*

11th Grade			12th Grade	
1. English			1. English	
2. U.S. History			2. Government	
3. **Speech &	Com Lit/Quest		3. Physics	
4. Alg II/Acct	VBSC Mech Shop		4. Adv Math	VBSC
5. Chemistry	VBSC Mech Shop		5. Gen Bus/Bus Law*	VBSC
6. Comp Prog	VBSC Mech Shop*		6. Ind Arts/Elect	VBSC

* World Geography/World History should be taken in the 9th or 10th grade

** Can be taken in either 11th or 12th grade

* Band

SOUTH HAVEN PUBLIC SCHOOLS

March 26, 1984

Dear Parents:

The staff at South Haven High School is in the process of implementing a plan to make the transition from school to the world of work a smoother one for your daughter.

Our plan utilizes information gained in a two-week career unit that your daughter experienced in her freshman health & careers class. This unit was designed to provide learners with a significant amount of information about themselves, career clusters, and the essential training factors involved in attaining specific career choices.

Last week, your daughter met individually with a member of our career and academic counseling team for the purpose of developing an Employability Development Plan (E.D.P.). E.D.P.'s include discussions and decisions about career choices, diploma types, required classes for a particular course of study, helpful electives, vocational training, and work experience. Additionally, a tentative four year course of study was developed to help your daughter move toward her career goals.

Now, we need your assistance. Enclosed are 1) the E.D.P. your daughter developed, 2) the tentative four year plan, and 3) a parent response sheet. PLEASE REVIEW THIS MATERIAL AND RETURN THE RESPONSE SHEET TO THE STUDENT SERVICES OFFICE. You can send the form back to school with your daughter. In the event we do not hear from you, we will assume the plan meets with your approval. If you would like a conference to discuss these documents, please call the Student Services Office at 637-5181, extension 250.

Thank you for your cooperation.

Sincerely,

Michael Rocca

Michael Rocca, Principal
South Haven High School

MR:jy

P.S. Your daughter was given a copy of this year's Curriculum Guide. You may want to study its content as an aid in finalizing her plan.

After the E.D.P. is written, a copy is put in the counselor's file (or computer) to be reviewed with the student each year. Results are shared with the faculty and staff. A copy of the E.D.P. is sent to the students' parents in order to involve them in the career development process. They are sent a copy of the E.D.P. and a copy of the four year plan.

At the left is a copy of the cover letter used by South Haven High School. Many districts share the E.D.P. and four year plans at parent conferences.

Several school systems try to get information or formal parent response. The document at the right has been used by South Haven Public Schools.

Parent feedback tends to be quite positive. Typical responses include, "Now I know why he's taking so many shop and math classes.", or "For that career area does my daughter need a foreign language?".

Student's Name

PARENT RESPONSE SHEET

Please fill this out and send it back to Student Services with your son or daughter.

1) The career choices your son/daughter made seem realistic and appropriate.

YES___ NO___ NOT SURE___

If you checked NO, why do you think this is not a wise choice?_____

2) Is the diploma choice your son/daughter made an appropriate selection?

YES___ NO___ NOT SURE___

If NO, please explain_____

3) Does the High School Planning Record look like a good way for him/her to move toward their career goals?

YES___ NO___ NOT SURE___

4) Are there other classes you feel would be more helpful?

5) Other comments: _____

Parent's/Guardian's Signature

The third application of problem solving is in the area of educational choice. The 20 page reusable text, shown at the right, can be used in a variety of ways. For 8th and 9th graders, the text helps them decide whether they want to prepare for a career in high school or after graduation.

For 10th and 11th graders, the program helps them look at specific options, for example, "Should I go to community college or college?". For 11th or 12th graders, the program helps them compare specific sites, for instance "Should I go to Michigan State University or Southern Cal.?".

For school systems that are interested in having students develop Employability Development Plans, but are unable to implement a 1-2 week program, there is the 14 page workbook shown on the right. This self-contained program takes students through self-awareness and option awareness in one class period. Counselors then work with students individually to do decision-making and planning. This program is also used as a follow-up to the longer program and is a useful review for students.

Summary

The Formula For Your Future is a one to two week unit that teaches problem solving skills to students. The skills are applied to a variety of living, working and learning situations.

The program is taught to eighth or ninth graders by teacher(s) in a classroom setting. The planning section is done by counselors working individually with students.

For more information on this program, please, write to:

Career Guidance Coordinator
Van Buren Intermediate School District
Van Buren Skills Center
250 South St.
Lawrence, Michigan 49064
Phone (616) 674-8001

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